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ABSTRACT

This book provides guidelines for leaders who seek fundamental and lasting school restructuring. Following the introduction, chapter 2 presents an explanation of the core concepts of school restructuring and explains the significance of those disabling habits of mind and practice that dominate most traditionally organized high schools and inhibit the school-reform process. Chapters 3 and 4 take an in-depth look at the change process at one school, Franklin K. Lane High School in New York City, describing how shifting school dynamics affected each of the stakeholder groups and their attitudes toward the 5-year restructuring effort. The fifth chapter describes an average day in a school where reform efforts in structure, curriculum, instruction, governance, and community relations are part of daily practice. The chapter then briefly describes the different reforms--schools within schools, school-based management, cooperative learning, and shared governance. Contact sources for more information are provided. Chapter 6 focuses on new leadership roles, and chapter 7 offers a framework for beginning the change process and motivating people, based on the restructuring experience of Beacon High School, a large midwestern high school. Chapters 8-10 provide a model for professional development, discuss the role of school middle managers, and describe ways for enhancing teacher-administrator relationships. The final chapter highlights the major elements of a successful organizational transformation and offers suggestions for implementing a restructuring initiative at the high-school level. A sample school statement of resolution is included. Each chapter contains references. Three figures are included. (LMI)

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